DOCUMENT RESUME

ED 310 783 IR 052 859

AUTHOR Rasmussen, Ruth J., Ed.
TITLE The Effective Librarian: Educator, Politician or Practitioner. Proceedings of the Spring Meeting of the Nebraska Library Association (Kearney, Nebraska, May 20, 1988).
INSTITUTION Nebraska Library Association, Lincoln.
PUB DATE 88
NOTE 51p.
PUB TYPE Collected Works - Conference Proceedings (021) -- Viewpoints (120) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Libraries; *Database Management Systems; Higher Education; Information Services; Interlibrary Loans; Library Circulation; Library Collection Development; *Library Role; *Library Services; Maps; *Online Catalogs; *Optical Data Disks; Preservation; Public Libraries; *Shared Resources and Services
IDENTIFIERS dBase III PLUS; ERIC; OCLC

ABSTRACT

This report provides the text of four presentations from a joint meeting of the College and University and Special and Institution sections of the Nebraska State Library Association. In the first, "Cooperation among Multitype Libraries," Sherri Dux-Ideus describes the cooperation between Beatrice Public Library and the Beatrice Developmental Center Media Resource Center, including sharing an OCLC terminal and direct access to each other's collections. Issues discussed include helping library administrators conceptualize how resource sharing could provide better library service, the logistics of implementing a cooperative program, and future possibilities. In "One Short-Cut for Accessing Uncataloged Materials Using dBase III+ for Cartographic Materials," Greg Armento describes how a database management system was used to develop an extensive listing of maps by area and subject, and notes that, since the implementation of this database, which brings together information about map collections at the University of Nebraska-Lincoln in a concise one-page printout, circulation has increased over 180%. In "ERIC on CD-ROM: The Experience at Kearney State College," John G. Lillis discusses the introduction of the system; publicity; user aids; methods of tracking usage; effects on fee computer searching; and an evaluation of the system's cost. In "Archivalism, Utility, and Stateism in Cooperative Collection Development," Richard Allen explores the concepts of preservation, the universe of library resources, and increasing the library power and resources of the state through library resource sharing. (SD)

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1988 SPRING MEETING

PROCEEDINGS

NEBRASKA LIBRARY ASSOCIATION

COLLEGE AND UNIVERSITY SECTION
SPECIAL AND INSTITUTIONAL SECTION

KEARNEY STATE COLLEGE

KEARNEY, NEBRASKA

May 20, 1988

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"THE EFFECTIVE LIBRARIAN: EDUCATOR, POLITICIAN, OR PRACTITIONER"

PROCEEDINGS

From the

1988 SPRING MEETING

of the

NEBRASKA LIBRARY ASSOCIATION

COLLEGE AND UNIVERSITY SECTION

AND

SPECIAL AND INSTITUTIONAL SECTION

Held at

KEARNEY STATE COLLEGE

KEARNEY, NEBRASKA

May 20, 1988

Ruth J. Rasmussen
EDITOR

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NEBRASKA LIBRARY ASSOCIATION
COLLEGE AND UNIVERSITY SECTION
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INTRODUCTION

"The Effective Librarian: Educator, Politician, or Practitioner" served as the theme for the 1988 Joint Spring Meeting of the College and University Section and the Special and Institutional Section of the Nebraska Library Association. The collaboration between the sections provided a varied and interesting program encompassing the diversities represented by these groups.

Cooperative efforts between a public library and an institutional library are described, which reflect political dimensions. The effective practitioner is represented in a paper describing a computerized access to a map collection. The educator can been seen in a paper on the introduction of ERIC on CD-ROM in an academic library. Finally, the long-term goals of library collection development in a state environment are enumerated and supported.

The conference also included panel discussions, which did not lend themselves to printed form. The topics, library education, and, librarians as educators, were stimulating and interesting, however. A workshop on OCLC's Authority Files was likewise informative and useful, but not easily distilled into paper form.

The Executive Boards of the Special and Institutional Section and of the College and University Section wish to thank Kearney State College's Calvin T. Ryan Library for hosting this year's conference. The Board would also like to thank all those who worked so hard to ensure the success of the conference.

Ruth J. Rasmussen
Nebraska Library Association
College and University Section
August, 1988

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COOPERATION AMONG MULTI-TYPE LIBRARIES

Sherrie Dux-Ideus
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ABSTRACT

This presentation will discuss the types of cooperation between the Beatrice Public Library and the Beatrice State Developmental Center as an example of multi-type library cooperation. Present cooperation includes sharing of an OCLC terminal and direct access to each other's collection. Future plans will also be discussed.

MULTI-TYPE LIBRARY COOPERATION

Libraries can no longer exist as islands. In the past they may have been able to exist as "isolated splendors", serving patrons' needs based upon their own collections.

Today, libraries are expected to respond to wide ranges of patrons' needs, that such "isolated splendors" are impossible. Libraries working together has become the accepted pattern around the United States, and now around the world.

Interlibrary Loan is only one example of libraries working together. Other examples include cooperative collection development, sharing technology, and so on.

The cooperative effort of the Beatrice Public Library and the Beatrice State Developmental Center is an example of libraries working together. In this instance, libraries of differing types, public and institutional.

Our cooperation efforts began in 1981, when I became the Librarian at the Beatrice State Developmental Center. Based upon the existing collection at that time, I knew that our library, known as the Media Resource Center, could not exist as an "isolated splendor" library. I was hired as the first professional Librarian for the Beatrice State Developmental Center, providing library services for children and adults with severe and profound mental retardation, staff (including professionals, paraprofessionals, and non-professionals), parents, and other professionals in the field of mental retardation and other developmental disabilities.

Interlibrary Loan was the first step. Our Media Resource Center could not supply the needs of our patrons, so the Beatrice Public Library became our avenue to access resources beyond our library until 1986, when the Beatrice State Developmental Center was able to use NELCMS, the Nebraska Library Communication System, via computer. One problem still existed using NELCMS, and that problem was accessing materials beyond the state of Nebraska. The Beatrice State Developmental Center owned a copy of NEUCAT 13, the final edition of union listings, but it soon

became dated. (The microfiche was completed on May 5, 1986).

The second step of cooperation centered around communication. The Director and staff of the Beatrice Public Library and I had several meetings discussing our dilemma. We discussed the possibility of becoming members of OCLC and perhaps sharing an OCLC terminal, but neither of us had the budget to purchase the equipment.

During the fall of 1986, the Beatrice Public Library was awarded an LSCA grant towards the purchase of OCLC equipment. Part of this grant stipulated that the Beatrice Public Library would share the equipment with another local library, a non-public library.

Several proposals would be developed for the administration at the Beatrice State Developmental Center before our OCLC membership could even be considered. The basic problem was the fact that our administration could not conceptualize exactly what OCLC was, and how it could provide better library service for the Beatrice State Developmental Center. An on-site demonstration was considered, but examples of OCLC catalog cards, and printouts of materials and their location (provided by the Beatrice Public Library), convinced our administration that, indeed, OCLC would improve library services at the Beatrice State Developmental Center.

Finally, during the Spring of 1987 we became a member

of OCLC. At this point, the word trust should be explained. Although we are a member of OCLC, the Beatrice State Developmental Center does not own OCLC equipment. The equipment the Beatrice State Developmental Center uses is located within the doors of the Beatrice Public Library.

Access to the OCLC equipment poses a problem for me during my normal working hours, and also poses a problem for the staff at the Beatrice Public Library, since our hours are very similar. I agreed to use OCLC equipment during non-working hours. In order to access the building, I was entrusted with a key. Once again, trust is emphasized.

Our OCLC agreement has been in place for one year, with virtually no problems. Occasionally, I have relied upon the staff at the Beatrice Public Library to read Interlibrary Loan files, or update Interlibrary Loan information. Once again, I emphasize trust, because not only do I have a key to access their building, but the staff at the Beatrice Public Library has my authorization number to access Interlibrary Loan files.

The Beatrice Public Library and the Beatrice State Developmental Center have other cooperative arrangements, such as allowing walk-in and telephone reference between the two libraries, agreement not to duplicate purchases of materials about mental retardation and other developmental

disabilities, and both participating in the Southeast Library System Card Program.

Our plans continue for the future. Cooperation is a constant and the Beatrice Public Library and the Beatrice State Developmental Center realize that we need to continue our efforts. One direction might be using their online databases in a similar fashion as we now use their OCLC equipment. Another direction might be to bring some of their programs to the Beatrice State Developmental Center for our residents and staff, yet another might be to allow one of their staff to become part of our Media Resource Center Committee as an advisory member. (Our Media Resource Center Committee votes on materials purchased for the Media Resource Center at the Beatrice State Developmental Center).

As I stated in my introduction, "Libraries can no longer exist as islands." We must meet the challenges and changes of information needs, whether our library is a public library or an institutional library. If we fail to meet the challenges and changes, our libraries will no longer be access points of information, rather, our libraries will fade into extinction.

ACCESSING UNCATALOGED MATERIALS USING dBASE III PLUS: THE CREATION OF LOVE LIBRARY'S "MAP COLLECTION GUIDE"

Greg Armento

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ABSTRACT

The University of Nebraska-Lincoln's cartographic collections contain over 120,000 uncataloged maps which are distributed in six library departments, branches, or state agencies. Although a great majority of them are located in the main and geology libraries, many more, depending upon subject and sponsoring agency are sent to other branches. A database management system, Ashton Tate's dBASE III PLUS was used to develop an extensive listing of maps by area and subject. Compiled in two weeks, this database brings information on map collections at UNL together in one 98 page printout. Since the completion of this directory, map collection circulation has increased over 180%.

This paper is being presented by someone who does not consider himself an expert in the use of dBASE III PLUS database management system (DBMS). Nor is it presented as one who feels he has fully exploited the powers of this software. And be forewarned that this talk is not intended to be a workshop in how to use dBASE.

The presentation you are about to witness is one of those in the "how we did it" genre of library science endeavors. A testimonial, if you will, that should give you faith in library applications of this DBMS. My presentation indicates that "even I" was able to master it to develop a "Map Collection Guide" in a relatively brief time-span, and with a limited amount of mental anguish. Thus, those of you who are learning this system and are intent on applying it to your repertoire of skills will, I hope, be encouraged by what you see and hear in this session. Moreover, if anyone of you becomes slightly more enlightened as to the versatility of this DBMS, then I will consider this session a success.

There have been numerous articles in the literature concerning applications of dBASE to libraries. But since this software tends to be revised and improved every few years (i.e. from dBASE II, to dBASE III, to dBASE III PLUS, and now dBASE IV), I will mention only a few of the most recent articles relating to this system and libraries. The July/August 1987 (volume 6, no. 4) issue of Library Software Review contained four articles on practical dBASE applications to libraries. A more cerebral article by Richard C. Pollard appeared in the March 1988 (volume 7, no. 1) Information Technology and Libraries. This article entitled "Bibliographic Data Management With dBASE: A Study of Secondary Key Retrieval On Multivalued Data Items" is an evaluation of this DBMS, particularly its online information retrieval capabilities.

MAP COLLECTIONS AT THE UNIVERSITY

At UNL, my task was to bring together the multifarious and far flung map and cartographic resources of the University in one convenient source; a database that could be easily understood and used by library patrons with a minimum of explanation or interpretation. You see, the University has roughly 120,000 maps scattered in six departments or agencies on University grounds. Cartographic materials are distributed by provenance of sponsoring governmental agency, (i.e. SuDoc #), subject, or age of map. To help you understand the situation at the University, here is a brief overview of our more important map collections.

Love Library's Map Collection

This collection in the main library's reference area, contains approximately 35,000 maps. It holds the largest collection of foreign maps, and, map of foreign countries in the state. It is a depository for the U.S. Defense Mapping Agency. As such, one can find almost any area on the earth's land surface at a scale of at least 1:500,000. It is also a depository for CIA, State Department, Department of Commerce, and other U.S. agency maps. Hundreds of road maps, municipal planning maps, state maps, and thematic maps are collected here. The maps are fully organized and classified according to the Library of Congress "G" Schedule. "Set maps," such as large topographic series, and "individual maps," (single issue maps in the manner of

National Geographic products) run in parallel "G" call number sequences and in concurrently numbered and labeled map drawers.

Special Collections

A department within Love Library, this collection contains around 1,000 maps. Maps produced before 1910, or maps of unqiue local or regional import are stored here. Its holdings include many maps of Lincoln and the Nebraska Territories in the 19th century, several score magnificent charts of the Old World drawn from the 15th to 19th centuries and the cartographic drawings and collections of the author, Mari Sandoz. This last collection contains approximately 400 maps used by this Nebraska author for research in the development of her literary works.

Geology Library

With nearly 80,000 map sheets, this is the largest single map collection in Nebraska. It is a depository for U.S. Geological Survey products, receiving approximately 5,000 topographic sheets a year. Most notably, it holds complete coverage of the United States in detailed topographic quadrangles at scales of 1:24,000 (1 inch to 2,000 ft.). The library also contains hundreds of geologically themed atlases and maps, including hydrological, mineralogical, and soil atlases.

Nebraska State Historical Society Library

Situated amid the City Campus, this state facility contains cartographic resources of local, state, and regional interest.

The library has a large selection of Sanborn Fire Insurance Maps detailing the downtown business districts of Nebraska cities from the 19th to early 20th centuries. It also has many county real property atlases and maps from all over the state. The Historical Society's collections are probably the best state resource for finding original antiquarian cartographic materials of the Great Plains.

Agriculture Library

Also known as C.Y. Thompson Library, the Agriculture Library is situated on the East Campus, three miles from the City Campus facilities described above. It contains approximately 2,000 maps, mostly government document maps which have been assigned an "A" (Department of Agriculture) SuDoc classification. Such maps are automatically routed to C.Y. Thompson. Thus this facility receives U.S. Forest Service maps, Soil Survey atlases and maps, National Parks & Monuments maps, and some Department of Interior, particularly, Bureau of Land Management maps. It also has a number of commercially produced maps, mostly National Geographic maps received from their serial subscription.

DEVELOPING THE "GUIDE"

As map librarian at UNL, my primary responsibility was for the development, maintenance and organization of Love Library's map collection. I did not have authority nor control over the other cartographic collections. However, three factors led me to

begin a database project that would go beyond my primary charge in Love Library and attempt to take in the other map collections at UNL.

1. As the largest provider of maps in the state, UNL plays a unique role. We hold the widest variety of cartographic materials not only in Nebraska, but in the Dakotas as well.

2. Since it is near the main reference desk, the map collection in Love Library is the portal through which many cartographic inquiries originate. The person who is responsible for this map collection must have the "big picture" in mind. With the variety and dispersal of cartographic resources, patrons are frequently directed elsewhere.

3. There are many bright and hardworking librarians and technical staff overseeing the several University map collections. But as the University's only specifically trained map librarian, I had the opportunity to develop an aid to cartographic information which could make the work of colleagues easier and facilitate patron access to maps.

Criteria for the "Map Collection Guide"

As envisioned, the "Map Collection Guide" would primarily be a pointer to maps by area and subject in Love Library's map collection. It would not provide bibliographic access to specific maps. Since none of the maps were formally cataloged, it could only direct. Unfortunately my time available for this project was limited and I did not have the funds to undertake a major

cataloging project. Without the raw bibliographic data at hand, the "Guide" would at best, be a quick and dirty assist to find broad categories of maps.

When asking for maps, or when seeking geographic information, area is the most important access point. Unless someone has seen a specific citation, maps are almost never requested by author or title although requests for popular map series titles are not uncommon. But, people will ask for a map of Nebraska or "something showing Europe." Subject is the second most important factor when seeking cartographic information. These elements pieced together create the typical geographic reference inquiry, "I am looking for a population map of Nebraska," or, "I need a map showing topography of the Great Plains." Therefore I decided to develop my database based alphabetically by area, then by subject.

Thus the first field "AREA" would find place-names alphabetically, followed by a consistent thesaurus of subject terms, e.g. (Africa--Agriculture, Nebraska--Geology, United States--Agriculture, etc.).

After area and subject, patrons would need to find the call number. Since the "Guide" would only point out types of maps, the call numbers would be truncated, e.g. G3700 (United States--General), G3201.F (World--Political). In third order of priority, map users would have the opportunity to find maps by drawer number. As a finding assist, map drawer number is not as important as call number, but it becomes necessary because of the

LC classification distinction between "individual maps" and "set maps," and their concomitant separation in individual or set drawer numbers.

Finally, the database would have a "SEE ALSO" catch all category for alternative geographic names, set map drawer numbers, notes of interest, and location codes of other map collections at UNL. It would be this final element that would make the "Guide" a directory to UNL's cartographic esources.

Constructing the Database

To construct the map database I decided to use the Library of Congress "G" Schedule, (figure 1), for data entry control, cross checks to other geographic areas, and to make sure I would not leave out any nations. It was the best means available for quickly compiling a standardized list of geographic and subject terms. Moreover, with Love Library's map collection in accord with the "G" Schedule, the procedure was the obvious means to an end. However, the arrangement of the "G" Schedule required that data be entered in a geographic hierarchy, (i.e. continents within their hemispheres, nations within their continents, and states within their nations).

But patron needs demanded alphabetic ordering of data. Thanks to softvare magic, many of the DBMS systems available today have the capacity to sort and index data to your custom-made delight. And fortunately for me, UNL Libraries owned one of the more versatile and widely acclaimed DBMS, and in its latest

PAGE FROM LIBRARY OF CONGRESS' "G" SCHEDULE

MAPS

By region or country
Eastern Hemisphere. Eurasia, Africa, etc.
Europe
Balkan Peninsula. Southeastern Europe
Bulgaria

g893 Provinces, etc., A-Z - Continued
.T7 Turgovishte
Turnovo, see .V4
.V3 Varna (Province)
.V4 Veliko Turnovo
Formerly Turnovo
.V5 Vidin
.V7 Vratsa
.Y3 Yambol

g894 Cities and towns, A-Z
e. g. .P6 Plovdiv
.S6 Sofia
.V2 Varna

g910-g912 Scandinavia. Northern Europe (Map, p. 123)
g912 Regions, natural features, etc., A-Z
e. g. .L3 Lapland
Cf. G6963.L3, Lappi (Department of Finland)

g915-g916 Denmark and colonies
Including maps of Danish colonies (Collectively)
Class individual colonies, etc., according to location, e. g. G3380+, Greenland

g920-g924 Denmark
g922 Regions, natural features, A-Z
e. g. .B6 Bornholm
.F3 Falster
.F9 Fyen
.J8 Jutland
Laaland, see .L6
.L3 Langeland
.L5 Lim Fjord
.L6 Lolland
.M6 Moen
.S3 Samso
.S5 Sjaelland (Zealand)
Zealand, see .S5

g923 Counties (Amter), etc., A-Z
.A2 Abenra. Aabenraa-Sonderborg
Cf. G6923.S5, Sonderborg
.A3 Alborg
.A4 Arhus
.A8 Assens
Bornholm, see G6922.B6
.C6 Copennagen
Faers, see G6925+

Figure 1

incarnation: Ashton Tate's dBASE III PLUS. This DBMS will index up to 100 characters per field and can index up to 7 fields per database. Once I had defined my fields I could index on any one of these and prepare reports and databases in any order required. My database could be printed alphabetically, numerically, or alphanumerically.

In essence, the procedure for compiling the database consisted of filling in the blanks of a data entry form which appeared anew each time another record was entered. This entry form was based on a database structure I designed with two days experimentation. Truly, it was quite simple to do. But experimentation with the structure preceded by practice with Ashton Tate's dBASE tutorial was necessary.

The LC "G" Schedule was dissected and entered into the database with appropriately matching areas and class numbers. Unless a country was particularly large, it was not broken down to the province or state level. For instance, the "Guide" does not break down Poland to its constituent provinces, but you will find headings for "British Columbia--." The United States, Canada, Great Britain, the USSR, the Germanys, Brazil, and Mexico were sublisted to their provincial levels.

For subject access, the "G" Schedule-based, map collection standards, (figure 2) provided the basis for appropriate thematic headings and call number subject cutters. While breaking down an area's "G" number, I would simply run through the "standards"

STANDARDS FOR MAP GUIDE

Subjects	Call Num.	See Also
Aeronautical	1.P6/ 6.P6	
Agriculture: Soils	1.J / 6.J	AGRI
Aquatic Biology	1.L / 6.L	AGRI
Biogeography	1.D / 6.D	AGRI
Cities	4 / 6 (A to Z)	Maps Vertical File
Counties (if U.S. or Canada)	3 / 8 (A to Z)	
Economic: Land Use	1.G / 6.G	AGRI: GEOL : DOCS
Forestry	1.K / 6.K	AGRI
General: Topographic	0 / 5	GEOL: (check Sets)
History	1.S / 6.S	SPEC: Ne. St. Hist.
Human: Cultural Geography	1.E / 6.E	
Manufacturing	1.M / 6.M	
Military	1.R / 6.R	
Mining: Minerals	1.H / 6.H	GEOL
Nautical (use sparingly)	1.P5 / 6.P5	(check Sets)
Outline: Aerial	1.A / 6.A	
Physical: Geology & Climate	1.C / 6.C	GEOL: AGRI
Political	1.F / 6.F	(DOCS if U.S. state)
Provinces (foreign nations)	3 / 8 (A to Z)	
Projections: Geodetic	1.B / 6.B	GEOL
Regions: Natural Features	2 / 7	
Roads: Communications	1.P / 6.P	Maps Vertical File
States (for certain nat.)	3/ 8 (A to Z)	
Technology: Engineering	1.N / 6.N	ENGR (U.S. states)
Trade: Commerce	1.Q / 6.Q	DOCS (U.S. states)

General Maps	0 or 5
Subject Maps	1 or 6
Regions	2 or 7
Polit. Subdv.	3 or 8
Cities	4 or 9

Figure 2

list adding headings and cutters as appropriate. Through this worksheet I also added the location codes of other map collections as warranted. For instance, every time I came across the "J" subject cutter (for agriculture), I would add the phrase "AGRI" to the "SEE OTHER MAP SETS..." field.

The last data to be included in the building of the database were the addition of drawer numbers for individual maps, and for sets. These were added from the map collection inventory, (figure 3).

The Completed "Guide"

In figure 4 you see the completed "Map Collection Guide" with its component fields and alphabetic arrangement. Note again, that the "Guide" does not provide bibliographic access, it only will help you locate broad categories of maps. Note too, that based on standard library location codes, it merely points to other broad categories of maps in other UNL collections. It is kind of expanded inventory of maps based on the "G" Schedule, but permuted through the indexing wonders of dBASE III PLUS.

EFFECTS OF; AND CONCLUSION

One of the problems with this guide is the increased browsing that has resulted and the incumbent wear and tear on the maps; such is the price of success. Another problem is the potential for misleading the unaided patron into thinking the map collections have everything indicated on the "Guide." For instance, a patron looks up "Africa--Agriculture." They go to a

LOVE MAP COLLECTION INVENTORY

(Individual Maps)

Drawer #	Call # Range
81	G5820-5894
82	G5990-6036
83	G6040-6080
84	G6081-6291
85	G6295-6428
86	G6480-6524
87	G6530-6694
88	G6700-6713
89	G6714-6794
90	G6800-6894
91	G6910-6964
92	G6965-7000
93	G7001-7004
94	G7010-7342
98	G7400-7474
96	G7480-7624
97	G7625-7649
98	empty
99	G7650-7654
100	G7720-7784
101	G7800-7812
102	G7820-7847
103	G7950-7963
104	G7964
105	G8000-8052
106	G8060-8064
107	G8070-8198.54
108	G8220-8314

Figure 3

SAMPLE PAGE FROM "MAP COLLECTION GUIDE"

Page No. 1
06/29/88

DIRECTORY TO LOVE LIBRARY'S MAP COLLECTION
AND GUIDE TO OTHER MAP HOLDINGS AT U.N.L.

GEOGRAPHIC AREA	CALL NUMBERS STARTING WITH...	DRAWER NUMBERS	SEE THESE OTHER GEOGRAPHIC AREAS, MAP SET DRAWER NUMBERS, OR BRANCH LIBRARY MAP COLLECTIONS
Morocco--Gazetteers			LOVE DT304 U46
Mortlock Islands	G9450-9452	119	163 Sets: See "Pacific Ocean"
Mozambique	G8450-8454	110	161 Sets: See "Africa--General..."
Mozambique--Gazetteers			LOVE DT452 U5
Namibia	G8620-8624	110	See "Africa--General..."
Nauru Island	G9490-9494	119	See "Pacific Ocean"
Nauru Island--Gazetteers			LOVE DU600 D43x
Nebraska--Agriculture: Soils	G4191.J	48	AGRI:
Nebraska--Aquatic Biol.	G4191.L	48	AGRI
Nebraska--Biogeography	G4191.D	47	AGRI
Nebraska--Cities	G4194 A to Z	54	Maps Vertical File: See also "Lincoln..."
Nebraska--Counties	G4193 A to Z	50-52	See "Lancaster County--NEB."
Nebraska--Economic: Land Use	G4191.G	48	GEOL: AGRI: DOCS
Nebraska--Forestry	G4191.K	48	AGRI
Nebraska--Gazetteers			LOVE BIB F664 G463 1981x
Nebraska--General: Topography	G4190	46	77-78 Sets: GEOL
Nebraska--Geodetic	G4191.B	47	GEOL
Nebraska--History	G4191.S	49	SPEC: Neb. State Hist. Soc. Library
Nebraska--Human: Cultural Geography	G4191.E	48	

Figure 4

particular map case looking for G8201 J but they find no agricultural maps of Africa. That is because the "Guide" as indicated, is an expanded inventory showing actual and potential call numbers and drawer numbers. IF Love's map collection had such a map, it WOULD have that call number and be in that drawer. Therefore, a brief statement to that effect needed to be placed on the printout's binding.

Finally, if one can measure the success of the "Guide" through map circulation statistics, it appears the printout has proven effective. Since the "Map Collection Guide" was completed in May, 1987, Love Library's map circulation has increased 181% over the previous twelve months.

ERIC ON CD-ROM: THE EXPERIENCE OF KEARNEY STATE COLLEGE

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ABSTRACT

In May 1987 Calvin T. Ryan Library at Kearney State College made the SilverPlatter CD-ROM version of the ERIC database available for end-user searching. In a report on the library's experience with the system, the paper discusses the system's introduction, publicity, aids available to the user, methods of tracking usage, problems encountered, the effect on fee computer searching, as well as evaluation of the system's cost, benefits, and suitability. Also discussed are the results of a user questionnaire, the system's ready acceptance by library staff, faculty, and students, and subsequent expansion of the library's CD-ROM services based on the system's favorable reception.

ERIC ON CD-ROM

Indexing for the ERIC database is now available from several sources on com pact disk. In May 1987, Calvin T. Ryan Library at Kearney State College became the first Nebraska institution to make one available to its patrons.

This paper will report briefly on our experience with it.

The version we subscribed to is sold by SilverPlatter Information Services of Wellesley Hills, Massachusetts. For an annual subscription fee, the library received an initial disk and has received update disks quarterly. The terms of the subscription require that the superseded disk be returned to the vendor upon receipt of an update. The initial disk included records for the entire ERIC database, both RIE and CIJE, for the period January 1981 through March 1987. Each successive quarterly update expanded the window, rather than moved it. However, in February 1988, SilverPlatter removed the earliest two years of indexing from the current disk, so the disk we're using now covers January 1983 through March 1988. Earlier indexing is sold separately by SilverPlatter on non-updated, archival disks. We are finding, though, that the coverage provided by the smaller "window" is almost always adequate for our users. Of course, our online search service is still available for those wanting to search in earlier indexing.

The hardware required is an IBM XT computer (or compatible), and a Philips CM100 compact disk player. We operate the system with an Epson FX-85e printer. To pay for this equipment, the library negotiated an agreement with the School of Education by which Education paid for the hardware (about $2500) and the library pays for the

$650 annual subscription cost of the disk.

The system is set up on the main floor of the Calvin T. Ryan Library, about 20 feet from and in plain view of the Reference Desk, and is available for patron use whenever the Library is open, 93 hours per week. A large sign clearly identifies the system as ERIC on CD-ROM. This sign helps reduce confusion that may arise because the system is located in the same spot where Infotrac was placed during a trial period last year. (Infotrac is basically the Magazine Index on CD-ROM.) Thanks to misinformed tour guides, patrons sometimes mistake the system for an online catalog listing "everything the library has".

We have provided several aids which patrons may consult to assist them in operating the system. First, we have taped the SilverPlatter manual, entitled "Getting Started", to the table to the right of the keyboard. This documentation has proved to be worse than useless - it is confusing. Although it is long, it is poorly organized and inadequately indexed. It seems to be designed with neither the novice or the experienced searcher in mind. Patrons often flip through it in frustration, and sometimes give up in disgust unless a librarian provides direct help or points out other sources of guidance in how to use the system.

Secondly, we have prepared a two-page "Pathfinder"

which is available within arm's reach of the system, and which provides a very basic introduction to how to use the system. As far as it goes, the "Pathfinder" is quite useful. However, it is not designed to provide detailed guidance and patrons often need to go beyond the procedural information it provides.

The SilverPlatter system itself includes "help screens". At any point at which he/she encounters difficulty (according to the manual), the operator can hit a "help" key and an explanatory screen will appear. While useful information can be gleaned from these screens with effort, many of the standard screens that appear when the "help" key is pushed tend to be simple brief descriptions with little procedural or troubleshooting aid. Follow-on "help screens" must often be read to retrieve desired information. One series of these follow-on screens is 19 screens long. Few patrons are likely to invest this kind of time to learn to operate the system. Nevertheless, with enough operator patience, these "help screens" will usually get the patron back on track. However, relatively few patrons actually use the "help screens" in any event.

Even though a copy of the ERIC thesaurus is within arm's reach, it is unusual to see a patron consult it when doing a search, despite the stress put upon thesaurus use during orientation sessions.

Librarians, of course, are also available to help

patrons. Although the system claims to be designed for end-users, some staff support is required. It is rare for an individual who has never used the system before to make a successful search and leave with printed citations without seeking staff assistance or having a librarian offer to help. The librarian at the reference desk is frequently called on for assistance, and in other cases intervenes to expedite a patron's search because a line of waiting patrons has formed. The reference desk librarian must decide whether to let the patron take the time to learn how to use the system, or whether demand on the system is so great that speedier patron turnover must occur. The system has not yet become so busy as to require a reservation system, but this may become necessary in the future. We have not considered stationing student assistants to help patrons with the system. Funding for such a service is not available, and demand on the system is not so steady or heavy, as yet, to justify that level of service.

In addition to on-the-spot aids and staff assistance, the library makes it a point to include an explanation of the system in orientations and bibliographic instruction. Between June 1 and December 31, 1987, the system was demonstrated to about 1,500 students. Special orientation sessions for faculty were held, but these were not well-attended. Faculty orientations conducted one on one with

faculty members who drop in have proven much more effective.

Usage of the system has been heavy. In six months, patrons used over 8,000 sheets of paper and three ribbon cartridges. During peak periods, I often observe several patrons waiting to use the system. We attempted to track usage of the system in several ways.

First, a tally sheet was affixed to the display monitor requesting users to add a tally mark each time they use the system. This turned out to be relatively unsatisfactory, because we observed most users didn't bother to tally their use. Nevertheless, in the last half of 1987, 332 tallies were added. We estimate that actual usage is at least 8 to 10 times the number of recorded tallies. In addition, reference desk librarians recorded each time they were asked for assistance by a system user, or used the system as a reference tool. This occurred 318 times in the last half of 1987. As a third approach, users were encouraged to complete a simple one-page questionnaire about their use of the system. Ninety-six users did complete these questionnaires, and a tabulation of the answers gives the following information:

* 63% of the respondents were first time users. Twenty-eight had used the system 6 times or less. Six users reported having used the system more than 6 times, and one respondent stated that she had used the system 41 times.

* 56% of the respondents reported consulting the manual, and, of these, 22% found it "not helpful".

* 66% of the respondents reported using the "help screens", and all of these reported finding them helpful.

* 44% of respondents reported asking library personnel for assistance, and all but one of these found them helpful. It should be borne in mind that there are many hours when the system is available for use when there are no librarians available for assistance, and this high rate of satisfaction reflects favorably on the support staff, who are sometimes called upon for assistance at these times.

* 27% of respondents reported having to wait in line to use the system.

* 92% of respondents reported that they were satisfied with the results of their search. Of those who were not satisfied who provided a reason, one cited technical problems with the system, and one was not satisfied because he or she was expecting to find a business database on the system.

* All respondents, including those not satisfied with the results of their search, said they would use the system again, and all respondents said they would recommend the system to others.

* In an attempt to gauge the searching sophistication of the users, one question asked which Boolean operators

the searchers used in their searches. The question listed the operators and asked the searchers to circle the ones they used. Half the respondents used AND, and 12% used OR, NOT, or WITH. Half the respondents ignored the question, replied "none" or expressed puzzlement by asking "What is a Boolean operator?" or "Do not understand."

Who uses the system? Since Kearney State is primarily an undergraduate institution, most users are undergraduates. We guesstimate that 50% of the system's use is by undergrads, 25% is by graduate students, and 10% is by faculty. In addition, about 15% of the system's use is by personnel of RICK, the Reference and Interloan Center at Kearney, located in the Calvin T. Ryan Library. RICK is a centralized reference and ILL service funded by the Nebraska Library Commission through the Meridian and Republican Valley Library System.

The library's staff has been quick to see the advantages of the system, and to see applications beyond the provision of research materials. It has often been used by ILL for verification, and by librarians preparing materials for bibliographic instruction. It is also a cheap and quick way of illustrating the principles of Boolean searching. Librarians to whom library technology had been unfamiliar quickly learned to appreciate the system.

The system has been remarkably trouble-free. Despite

the fact that it is left on all day, it has never overheated. We have never encountered a screen freeze so serious that simply rebooting the system could not restore normal operation. We have never had to call SilverPlatter for troubleshooting assistance, and this is more than we can say for our WILSONDISC system.

We have had to pay some attention to potential abuse of the system by patrons attempting to print out hundreds of citations. The system has a built-in limit of 20 if it is commanded to print "all" of a set, but to get around this limit, all the patron needs to do is to command it to print, say, "1-231" and all 231 will print out. The reference desk librarian occasionally notices that the printer has been running an unusually long time, and then has to intervene to stop the printing.

Previous to acquiring this system, the bulk of our on-line searching was on the ERIC database, and the availability of the free CD-ROM system reduced by about 60% the number of paid searches performed. A frequently heard analogy compares a CD-ROM disk subscription to leasing a car, while on-line searching is like taking a taxi. Once the subscription (or lease) is paid for, unlimited searching (or driving) can be done for no additional cost, at the subscriber's (lsssor's) convenience. The end-user can, in theory, afford to make mistakes while using the system, since the meter is not

running, as it is with on-line searching. Another advantage, again at least in theory, is that the user can do the search her/himself, without the intermediation of the librarian as the skilled searcher required by the time pressure of the running meter. Detailed reference interviews are, in theory, unnecessary.

But these theoretical advantages of a CD-ROM system are vitiated in practice by the demands on the system and the average user's limited knowledge of database organization. The end-user often simply doesn't have time to play around with the system long enough to get what he/she is seeking, because of the pressure of others waiting to use it, or because he/she often has little idea of how to exploit it effectively.

Overall, response to the system has been very favorable. Despite some shortcomings, including inadequate documentation, no vendor-supplied training aids, and unexpected demands on staff time for one-on-one training of users, using the CD-ROM medium is so far superior to the thumbing of print indexes (and so much cheaper and more convenient than having a search done) that even users whose searches were unsuccessful were enthusiastic about it. Librarians find it an extremely useful tool, and faculty are beginning to make assignments requiring their classes to use the system. Due in part to the very favorable reception of this sytem, we have been able to

acquire the Business Periodicals Index on WilsonDisc under a similar financing arrangement, this time with the School of Business and Technology, and hope to further expand our use of the CD-ROM medium.

"ARCHIVALISM," "UTILITY," AND "STATE-ISM" IN COOPERATIVE COLLECTION DEVELOPMENT

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ABSTRACT

Three concepts, "archivalism" or preservation for preservation's sake, "utility" or a demand-driven state (such as Nebraska) as the universe of library resources, will be discussed in the context of cooperative collection development. This is a follow-up session to the April Cooperative Collection Development Conference in Lincoln and should be of interest to librarians of all library types.

"ARCHIVALISM," "UTILITY," AND "STATEISM"

The Gering Public Library has recently analyzed its nonfiction by subject area and average date of publication. (One outcome: "We sure do have a lot of cookbooks!") The analysis of the Gering collection together with a similar analysis of the Nebraska Western College collection will form the beginning of an inventory of library holdings in the Nebraska Panhandle Library System. The Holdrege Public Library is entering titles and locations on OCLC as orders pass through its processing center from libraries of all types in the

Republican Valley Library System. The private, independent colleges of Nebraska (the PICKLE group) are in the process of applying for a federal grant to coordinate and rationalize their serial holdings. The University of Nebraska-Lincoln is negotiating to enter into an arrangement with other regional universities for sharing of the more expensive serial purchases. The Lincoln Library Resource Consortium is meeting to determine who is collecting what in the area of Nebraskana in that city. These are all examples of what is being called "Cooperative Collection Development," a national library trend in which Nebraska is already participating.

Let me paraphrase the definition of Cooperative Collection Development that Stanford University's Dr. Paul Mosher gave during his presentation at the University of Nebraska's Love Library last fall. Every library of every type needs to have a basic or "core" collection to meet the immediate needs of its clients/users/patrons/students. OVER AND ABOVE this core collection every library will (hopefully) have some discretionary funds to enhance special collection strengths. It is particularly on this level that libraries can elect to enter into formal agreements with other libraries, agreements that insure a maximum supply of library resources accessible to the contracting libraries, or, what we might call a "rationalization" of library resources.

In April the Nebraska Library Commission and PELARCON co-sponsored a two-day conference on Cooperative Collection Development. Some deliberation went into its title, "Increasing Nebraska Library Power," so that we can properly ask: "What does it mean to increase any state's library power?" First, to increase a state's library power means that library resources already in individual libraries are made more accessible by means of directories and databases, more accessible to both the users of the individual library and to other libraries in the state as well.

Second, to increase a state's library power means that the resources of individual libraries in the state are increased or enriched by upgrading and addition. This might mean by deletion as well. As Lincoln City Libraries's Laura Weymouth so eloquently puts it: "The just removal of a no-longer needed book from the collection increases the quality of that collection by making the remainder of the collection more visible." Generally speaking, increasing and enriching individual library collections requires additional funds. The state of Kansas has established a program to fund collection development of its larger resource libraries on an ongoing basis.

Third to increase a state's library power means that the state is able to enter a larger "pool" of library

resources through agreements with surrounding and other states. (The current ILL agreement between Nebraska and Kansas and a possible pooling of resources in the Mountain Plains Library Association area are examples.) And, of course, such a pool may mean a national one and even beyond. It should be noted that such cooperative agreements presuppose that all parties have something worth sharing. Therefore, THE GREATER THE STATE'S RESOURCES, THAT IS, ITS "LIBRARY POWER," THE GREATER IS ITS ABILITY TO NEGOTIATE SUCH COOPERATIVE ARRANGEMENTS. All librarians, I presume, would readily agree that the more the at-hand library resources for the patron, the better. There is a certain point, of course, when this ceases to be true. An overly large collection might prove intimidating to the user. I remember once strolling through the Harvard University library and seeing the awesome John Milton holdings, probably thousands of volumes by and about the 17th-century English poet, in English, and in many other languages. As inspiring as such a collection would be to the Milton scholar, it was intimidating to me, the average reader. Better for us lay readers would be a smaller core collection on Milton. While this may be the best arrangement for most of our individual libraries, none of us would object to having something like Harvard's Milton collection available in our statewide database! The first question posed was "What does it mean for a

state to increase its library power?" The second question is "Why is the state level the appropriate one, why do we choose to increase the library power on the state level, why 'state-ism'?" First of all, it is not suggested that other levels (community, county, system) should not increase their "library power" as well. But the state level offers certain advantages. It is more inclusive, has an established level of government, and has machinery in place that can promote and coordinate diverse library development: the state library and the state library association or associations. The state is also the level on which federal library funds are, for the most part, dispersed. Most importantly, "the state," an abstraction, is an important conceptual base upon which a strong case can be made for better library resources. By developing a rational schema, as the state of Kansas has done, whereby it can be shown that all appropriate areas of the Dewey/Library of Congress range are somewhere covered or will be covered by resources now at hand or by resources to be acquired, a strong case can be made for public and/or private funding support for individual library collections.

"State-ism," as applied to Nebraska, is reinforced by a single state university system and a high degree of resident-state identification. There is a clear recognition of limited resources, including limited

library resources and there is a long tradition of library resource sharing, going back to the 1930's and the inception of the Nebraska Union Catalogue. It is precisely because of these conditions that we need to develop and increase Nebraska's library power.

Increasing and improving the holdings of the state's individual libraries means stronger individual libraries and a stronger common "pool" of library resources. "Increasing Nebraska library power" is an exciting concept. If properly presented, it can and will generate excitement and support. Let us now consider the "common pool" of library resources in more detail. Nebraska's "pool" is already partially represented in the last edition of NEUCAT as well as in the Nebraska holdings displayed on OCLC. Cooperative Collection Development often entails the analysis of individual library collections, but, to my knowledge, is less often applied to collective resources such as those recorded in NEUCAT and OCLC. Such an analysis would be valuable. Another way of knowing more about Nebraska Library resources would be an updating of the Nebraska Directory of Special, Unique, or Comprehensive Collections located in Nebraska.

Two "tendencies" of collection development that impact on the common pool of library resources I have labeled "archivalism" and "utility." Together these form a dichotomy, a thesis and an antithesis, two poles, each

with its own value. The first, archivalism, is a tendency towards subject comprehensiveness, the second, utility, is a tendency towards matching the resources held directly with the needs and demands of the user.

Some of the corollaries of archivalism are as follows: 1) Tendency Towards Comprehensiveness. As applied to a particular subject, say U.S. Civil War History, archivalism might mean for a library that everything ever published on this topic is or may be worthy of retention and/or acquisition. It follows that the best archival collection on the U.S. Civil War will be the largest, that is, contain the most titles. It is the principle upon which both the ALA and Research Libraries Group (RLG) standard series of subject-collection levels is based. There are six standards to describe a collection's strengths; these range from "Out of Scope," that is, materials on this subject are not collected, to level #6, "Comprehensive Level," that is, everything on this subject is retained and will be collected. Multiple titles are not considered; an archival collection of one million titles are thus a collection of one million DIFFERENT titles. 2) Historicism. Everything published should be retained, particularly on acquisition level six, comprehensiveness. Everything published has or some day might have some value, especially historical value.

3) Last Copy Retention. Somewhere in the state (or

region or nation or world) the last copy of a title should be retained and made accessible. One of the Lincoln conference speakers asked: "Who, pray tell, will collect the terrible fiction of the 1920's?" Clearly, he implied, it needs to be somewhere.

4) Preservation. Since everything on the subject (e.g., U.S. Civil War History) is important or might be important, every title needs to be preserved, if not in its original condition, at least in some viable format such as a microform.

The second concept, utility, the tendency towards matching library resources held directly with the needs or demands of the user, will generate such corollaries as: 1) Client-Driven-ness. Only library materials that are demanded and used will be acquired and/or retained. Ideally, everything or almost everything that is asked for will be in the collection. ILL requests will be carefully scrutinized and used as a basis for acquisition decisions.

2) Currency of Titles Held. Since users want the "latest" edition or the "latest" on the subject, older titles will be discarded and replaced. The subject-collection will be evaluated not by its size, but by its recency, the newer and average date of publication, the better.

3) Inventory Turnover. As in a bookstore we will not expect to find the titles today that we found a year

or two ago. If interest on a topic wanes, the titles on the topic will be removed from the collection.

4) Unbalanced Collection. The idea of the "balanced collection" is abandoned in favor of a collection of titles that are actually asked for. The old tradition of "something on every subject or topic" gives way to titles on high-demand topics only.

5) Multiple Copies. Titles in high demand will be acquired in multiples, as many as may be demanded or needed. Ideally, there will always be at least one copy of the title on the shelf. Once the demand levels off or passes away these will be reduced in number or be completely done away with.

Turning again to our concept of the "common pool" of state library resources, I suggest that the traditional view of such a pool is that it will be primarily archival, that is, tending towards comprehensiveness. This view is not to be denied. The pool will, by virtue of archival tendencies in individual libraries, certainly be retentional and accretional. This means that it will grow in number of titles held, hopefully most so in those subject-areas most appropriate to the nature of the state. Moreover, since the common pool is a collective one, it will, by virtue of individual holdings, contain a number of titles in multiple, particularly those held in individual library core collections.

But I would also like to suggest that the same pool will also reflect thos individual libraries that adhere to the tendency or principle of utility. By this tendency it will move in the direction of currency and up-to-datedness, it will contain even a richer supply of multiple copies, and there will be withdrawals from the "pool" as titles lose their popularity and modishness.

Several things follow from such a common pool. It will be valuable for the researcher, the academician, the student because of its archival tendencies, but especially because of its utility tendencies it will also be valuable to the public library user, the entrepreneur, the recreational reader, the reader of Westerns, Mysteries, and even Romances. The common pool, enhanced through Cooperative Collection Development agreements and contracts, and recorded in a union list, by means of interlibrary loan will be made available to every resident of the state. Just as the first libraries were a pooling of individual resources for the common good, so is the common pool a product of individual library collection development decisions that leads to stronger resources for all participants. Further implemented in our state, Cooperative Collection Development will make Nebraska more library resource-rich, will empower us as librarians, and, even more importantly, will empower all of present and would be library users in the state. TO INCREASE NEBRASKA

LIBRARY POWER IS TO "CELEBRATE NEBRASKA" IN A WAY THAT REALLY COUNTS!

Note: I wish to express my thanks to Jacque Mundell, Nebraska Library Commission, for her helpful suggestions in preparing this presentation.